UNESCO SOURCES

No 35 FEB MARCH 93

LATIN AMERICA: A STRATEGY FOR HOPE

Readers, we have reserved this page for your comments, suggestions and criticisms. Consider it yours !

COMPLETELY WRONG

Dražen Anicic
Professor of Civil Engineering
Civil Engineering Institute of Croatia
Zagreb (Croatia)

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We regret this technical error. (Ed.)

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Paris

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However, some questions come to mind concerning the future activities of this Foundation. We are told that the aim of its first projects is applied research. That's very commendable, but research should not take precedence over prevention, whose importance is so often underestimated (some people even say it is ineffective).

In France, for example, FF 110 million was spent for AIDS prevention in 1991, with about FF 450 million going to research.

Because it is more flexible, less tied to technology and in a way more "human", the effects of prevention are usually much more immediate as far as the spread of the epidemic is concerned.

There are many projects on the prevention of AIDS and sexually transmitted diseases awaiting funding, in Africa and elsewhere. Too often, they are not more expensive and they can be useful right away. This is important given the urgency of the AIDS problem.

And, let us not forget that prevention is also applied research: this is true in the social and behavioural sciences.

The article on page 22 of this issue on this subject underlines that UNESCO's involvement in this operation will focus on education, the key to prevention. (Ed.)

INFORMING THE PUBLIC

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Ministry of Foreign Affairs
Castries (Saint Lucia)

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President
Greater Orlando Chapter
United Nations Association/USA
Eau Gallie, Florida (USA)

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LEARNING ABOUT FOREIGN COUNTRIES

Franck and Arnold Bertrancourt
Val de Reuil (France)

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WHEN CONFUSION REIGNS ...

An Ad hoc Forum of Reflection on the world's major problems and UNESCO' role in dealing with them (see page 21), a colloquium of "world intellectuals" organized by the UNESCO Courier, and the creation in Paris of an Academy of World Cultures: when confusion reigns, we turn to the intellectuals for solutions. But are they equal to the task?

The global nature of the great problems of our time means that any process of reflection should involve intellectuals from all cultures. These encounters have led to basic agreement on the nature of the problems afflicting our societies, i.e., unemployment in the North, chronic poverty in the South, as well as violence, xenophobia, intolerance, rampant nationalism and fundamentalism in its various forms.

However, as the Courier colloquium revealed, beyond this point the debate is sharply divided. On the one hand there are those who are convinced that the ideology born of the Enlightenment, giving rise to democracy, laicity and economic liberalism, remains a universal model that, with a few adjustments, could resolve many of the world's problems - problems that persist they argue, because this model is not globally applied. On the other hand, there are those who, without denying the foundations of this model, maintain that it is far more harmful than liberating. The evidence is clearly provided by the increasing imbalance and tensions between nations and even within each society. According to this body of thinkers, it is time for some radical criticism of an ideology that has to be transcended.

Such division risks suffocating fertile debate, with polemics overshadowing the development of new ideas. Thus, debate at the colloquium was dominated by Islamic fundamentalism: the enemy of progress for some and a convenient bogey for others, clouding other, far greater dangers.

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René LEFORT

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BOOKS

HISTORY OF CIVILIZATIONS OF CENTRAL ASIA

Volume I of UNESCO's *History of Civilizations of Central Asia* throws light on this vast region, defined for the first time as one geographical, historical and cultural unit. Covering a period ranging from the Stone Age and the Early Paleolithic to the Iron Age, it includes food-producing and other Neolithic communities in Central Asia; the Bronze Age in Iran, Afghanistan, and Khorasan; Transoxania and eastern parts of the region; Pre-Indus and early Indus cultures of Pakistan and India; the Indus Civilization; the decline of the Bronze Age and movements of tribes; the

FEMALE COMPOSITE STATUETTE (BACTRIA, 2ND MILLENIUM B.C.).

emergence of the Indo-Iranian language and civilizations; pastoral tribes of the Bronze Age in the Oxus Valley (Bactria); pastoral-agricultural tribes of Pakistan in the post-Indus period; the Painted Grey Ware Culture of the Iron age; the beginning of the Iron age in Transoxania and Pastoral and nomadic tribes to the beginning of the first millennium B.C. UNESCO's new *History* will comprise six volumes devoted to the civilizations of Central Asian peoples through studies of their archaeology, history, languages and literature.

● ***History of Civilizations of Central Asia**, Volume I, The dawn of civilization: earliest times to 700 B.C., A.H. Dani & V.M. Masson, Editors., UNESCO Publishing 1992, 519 pp. 200 FF.*

EDUCATION AND INFORMATICS WORLDWIDE: The State of the Art and Beyond

After outlining the history and current use of information technology in education, this book tries to explain why the main objectives behind its introduction in this area have not been achieved. The various reasons behind the failure to maximise the use of informatics, both as a teaching and learning tool, are given along with basic strategies and prescriptions for using cheaper, more accessible technology in the future. One chapter describes the needs, obstacles and prospects in seven different regions. Finally, the book draws on trends and issues that have emerged from previous experience in the planning and implementation of national policies to make proposals for improving international cooperation by using the full potential of informatics.

● ***Education and Informatics**: The State of the Art and beyond. Jessica Kingsley/UNESCO 1992, 253 pp., 200 FF.*

PERIODICALS

PROSPECTS

Pluralistic education in a changing world: I. Positions and proposals. *"The events which have shaken the world these past years give the impression that history is running away with itself,"* writes the editor Zaghloul Morsy in this issue (No. 81). The problem of pluralism, he adds, *"is complex, if not insoluable in the foreseeable future, first of all in politics, and all the more in education."* Addressing this theme, contributors to the "very explosive "Open File" share the view of Tobias Rülcker (Germany): *"The romantic fiction of a state built upon a homogeneous people with a homogeneous culture has been superseded once and for all."*. He proposes the gradual establishment of a multicultural curriculum based on experience; language teaching, including mother tongue instruction; and more literary works by minority cultures.

THE UNESCO COURIER

Violence. What are the origins of the violence which seems to be all around us? Is it more widespread than before, or is it simply appearing in more blatant forms? Are its causes biological

LA TEMPETE (1886), A SCULPTURE BY AUGUSTE RODIN (DETAIL).

or socio-economic? These are among the questions posed in the February *Courier* which suggests some answers *"with the constant concern to know whether, and if so how, it is possible to respond to violence other than by further violence"*.
Violence in cities, racism, war, that relayed by the media and by music, etc. is examined in this issue which also includes an interview with Spanish tenor José Carreras. The March *Courier* is devoted to Psychoanalysis.

UNESCO RADIO

Chernobyl: Some Lessons Learned: an expert roundtable as part of UNESCO's Chernobyl Programme. 20'00.

The Precious Dark. David Crawford of Kitt Peak Observatory, Arizona (U.S.) talks about astronomy and how it is affected by adverse environmental impacts like light pollution. 20'00.

Zir and the Quest for Perfect Water, a Musical Fable. A fish and other creatures help a young boy discover problems linked to water. 20'00.

Back to Dubrovnik: The Blood of the Stones. Interviews describe the plight of this *"jewel of the Dalmatian Coast"*. 41'00..

Recordings and scripts available free of charge to broadcasting organizations from UNESCO Radio, 7 Place de Fontenoy, 75352 Paris 07 SP, France.

RECORDS

MEXICAN INDIAN TRADITIONS:

The music and dance presented in this volume was recorded live at the Avignon Festival in France in July 1992, as part of the Commemoration of the 500th Anniversary of the Encounter between Two Worlds. Performed by seven groups from remote rural communities, the richly varied material comes from two regions: the Northwest, and the subtropical South. The first is illustrated by dances of the Seris pascola rite of transition from adolescence to adulthood; the Mayo Deer Dance; and the Mitote of the Tepehuanes, a ritual marking stages in the agricultural cycle. The second by the Feather Dance of the Zapotecs describing the encounter of the Emperor Moctezuma and Cortes; and dances - of the Quetzal, the Little Negroes, and

the Moors and Christians, in which the Totonacs recount, respectively, the legend of the extinct multicoloured bird, ritual healing practised by black slaves, and religous symbolism taught by Spanish missionaries.

● ***Mexican Indian Traditions:** UNESCO/AUVIDIS 1992. Cassette 52 FF, CD 109 FF.*

Publications and periodicals are on sale at the UNESCO Bookshop, or by order from UNESCO Publishing, 7 place de Fontenoy, 75352 Paris 07 SP, and in Member States through national distributors. Catalogue on request.

ARNAUD CHEVAILLER AND REMY DOLIVET: LET'S SMILE!

How can you fulfil the requirement for practical work - not always very exciting - demanded of students at all French business schools, travel around the world, find financing for it and, finally and most important, find a cure for the gloominess all around you? Arnaud Chevailler et Rémy Dolivet, both 23 and students at the European Institute of Business, found an original solution: they set out on a 100,000 kilometre *"road of smiles"*, travelling overland through some 50 countries - beginning with Western Europe, then on to Asia, Australia, North and Central America and, over the next two months, winding up in Eastern Europe and Northern Africa.

All along their travels, they asked the simple question: *"what makes people here smile?"* But their big problem was: who to ask? They needed real access to locals.

That's where they got the idea of contacting an international organization - UNESCO, in fact - whose local representatives and, especially, the UNESCO clubs, welcomed them wherever they went.

Even more useful was the paper they carried stating in three languages that they were travelling with UNESCO's blessing, which *"opened doors for them every day"*.

They learned that meeting a friend, or the niceties of daily life, are enough to provoke a smile anywhere in the world. And that sometimes sheer embarrassment brings on a smile. Finally, much to their surprise, the pair found that even very difficult living conditions didn't wipe away the desire to smile, as if those smiling were sending a message of hope: *"We won't give up."* ■

The project was devised to attract the most attention possible, but at times seemed pointless. And these two young travellers wanted to do something useful. They say they *"couldn't find out anything about the smile"* from an anthropological or cultural point of view, not even in the best libraries.

KEEPING THE PRESSES ROLLING IN SARAJEVO

Whatever the conditions, the duty of every journalist is to inform his readers." This faith in the profession may sound banal in Paris, Caracas or Bangkok, but coming from Zlatko Dizdarevic, the 42-year-old editor of Sarajevo's only newspaper, Oslobodjenje (Liberation), it means real, everyday heroism.

Oslobodjenje has been around for 50 years, but it is especially in the last two years that it has earned its reputation of fierce independence.

The remains of the two high-rise buildings that housed Bosnia's biggest press group can no longer be used; they're too vulnerable. About a dozen shells have already hit the building, not counting all those that have fallen nearby, weakening the already fragile walls.

But down in the basement, day after day, never missing an issue, the journalists, photographers and typographers write, illustrate and print the paper in conditions that Zlatko Dizdarevic himself admits he *"can't explain"*.

"There are whole days with no telephone, no electricity, no batteries for the radio, no heat and no water," he said.

What's more, getting around Sarajevo is so dangerous that newspaper staff members alternate, working one week at the office and one week at home.

The sacrifice has been heavy - four journalists killed, some fifty disappeared, and dozens of staff wounded. The end product may seem meagre - four to eight pages of a format which depends on how much paper is available and is restricted to news about the war, whose front line is just 50 metres from the the office.

The impact, on the other hand, is huge. The print-run of 5,000 copies is snatched up within half an hour. Risking their lives, *"the people of Sarajevo queue up each morning to buy their paper, just as they do for their daily bread,"* says the editor, *"and it makes us feel proud."*

(Photo Reporters Sans Frontières)

Just as he says he is proud of the way *"we have people from all three communities working in our newsroom."*

Oslobodjenje has become a symbol of tolerance and courage as well as the reminder of the former coexistence in Bosnia between Muslims, Serbs and Croats.

But the symbol is under a major threat: the embargo has severely affected paper deliveries, because paper doesn't qualify as *"humanitarian supplies"*. The French organization Reporters sans Frontières has moved heaven and earth to keep Oslobodjenje's presses rolling.

In the name of press freedom and the defence of democracy, Federico Mayor has called on the UN High Commissioner for Refugees, in charge of relief operations for Sarajevo, to ensure Oslobodjenje gets the ten tonnes of paper it needs every month. ■

● **WELL-KNOWN FIGURES FROM THE WORLD OF SPORTS AND THE ARTS** are helping raise funds for victims of the war in the former Yugoslavia. The navigator Florence Arthaud, rugby player Daniel Herrero, racecar driver Ari Vatanen, the artists Folon and Plantu, among many others, took part in an auction organized by UNESCO on 10 February for the benefit of Handicap International. *"Thanks to the amount we have just collected - FF 85,600 - some 100 children who have lost their legs during the war can be given artificial limbs,"* declared Dr Claude Simonnot, deputy director of the organization.

LATIN AMERICA: A STRATEGY OF HOPE

To advance democracy, a balanced development and regional cooperation, the Ibero-American summit (Madrid, July 1992) decided to promote "a common market of knowledge" where "models established by UNESCO will be especially taken into consideration".
Thus, as it emerges from "a lost decade", Latin America appears to be banking on technical progress, diffused most notably through education (see below). UNESCO is heavily involved in the development of science and technology, which the Latin Americans are now starting to link into their industries (see p. 14). Likewise, the Organization's know-how has contributed to the spread and improvement of basic education in Latin America (p. 11), the renovation of the education system in the Dominican Republic (p. 10) and even the popularization of the classics of Ibero-American literature via major newspapers (pp. 15-16). Back in 1990, UNESCO also recognized and lent its moral weight to the efforts of Guatemala's Rigoberta Menchú (p. 9) in the struggle for human rights.

The advertising culture has now invaded the worlds of science and politics. Increasingly, social scientists' creativity is demonstrated by the slogans in which they try to express complex social problems by singling out one particular aspect. Thus the three most significant phenomena in the recent history of Latin America have been summed up in three figures of speech. The first, *"the lost decade"*, was inspired by the crisis at the beginning of the 1980s. Later, when it was realized that the problem would not be solved by a trip to the lost property office, the phrase used was *"the painful lesson"*. More recently, following the spread of democracy and the steadily rising economic indicators of a group of countries, the talk has been of the *"decade of hope"*.

This sequence of images does suggest movement in the right direction. It is true that Latin America missed a great opportunity in the post-war period. Although situations varied enormously from one country to another, the development pattern followed in the region had three outstanding features: income from natural resources, inflation and external borrowing. It enabled some countries to achieve significant growth rates, although large sectors of the population were excluded. Other countries were able to maintain acceptable levels of social equity and integration, but paid the cost in economic stagnation. Yet others achieved neither economic growth nor social equity. It is to Fernando Fajnzylber, who over the last decade has made the most original contribution to Latin American economic analysis, that we owe the image of the *"missing piece"*. It is the piece that would have been represented by countries that had managed to attain both economic growth and social equity - but no examples of this combination can be found.

"PAINFUL EXPERIENCE"

From this point of view the crisis of the 1980s, caused essentially by the collapse of external funding, was less the result of a particular combination of circumstances than the running down of a particular development cycle. It does, therefore, seem legitimate to call it a time of learning rather than a time of loss. For social equity and economic growth should be regarded not as isolated segments, but rather as indissociable elements of a new model of development. In the end the painful experience of the past decade showed up the severe limitations both of the neoliberal paradigm, with its blinkered concentration on the market and privatization, and of the populist paradigm, which would have had us believe that social equity is possible without efficiency, sustained effort and the ability to sacrifice immediate gratification to the accomplishment of longer-term objectives.

But the learning experience of the 1980s resulted in a significant deterioration in the social situation and an unprecedented weakening of management skills in the public sector. Here attention should be drawn to one aspect of the situation that has a great potential for conflict and is also crucial to international cooperation in education, science, technology and culture. It is the enormous gap between the extension of access to channels of communication that parade modern patterns of consumption, social participation and consumer demand, on the one hand, and the drastic reduction, on the other, of the material possibility of meeting the expectations thus raised. This *"frustration gap"*, as it was described recently in a document produced by ECLA and UNESCO (see pp. 12-13), is illustrated very clearly in the continuing increase in access to education and the mass media (newspapers, television, the telephone and so on) alongside the continuing decrease in real salaries.

One extreme response to this dilemma would be to return to an authoritarian style

of government, which it would be difficult to reconcile with present social and cultural conditions; the other would be gradually to meet social requirements thanks to a process of sustained growth. The crucial question therefore concerns the feasibility of a development process combining economic growth with social equity and political democracy. Recent responses, actively promoted by international cooperation organizations such as ECLA and UNESCO, which are playing an extremely dynamic role in this area (see, for example, the document entitled *"Education and knowledge: basic pillars of changing production patterns with social equity"*), posit technical progress as the factor that might make it possible to work towards both these objectives at once. Economic growth without technical progress would mean continuing to buy competitivity at the price of wage reductions and the plundering of natural resources. But analyses of international economic prospects indicate that such measures cannot guarantee sustained growth, for two basic reasons: firstly, because the relative significance of cheap labour as a factor in economic productivity is continually decreasing, and secondly because environmental requirements are an increasingly important factor in integration into international trade circuits.

It is equally impossible to achieve social equity and environmental sustainability without technical progress, for it would mean putting a stop to economic growth and would bring about a degree of isolation incompatible with the level of social development and expectations that is enjoyed by many of the countries in the region and is possible only under an authoritarian regime.

THE KEY: TECHNICAL PROGRESS

The combination of technical progress with production and political management implies deliberate, systematic action in a number of fields - including, of course, education. The connection between technical progress and education makes the problem one of the quality of education and not merely of coverage or length of schooling. In order for education to make an effective contribution to technical progress it must inculcate knowledge, skills and values that meet society's needs. Some countries in the region have already formulated their objectives in these terms. Within the framework of the Major Project in the Field of Education in Latin America and the Caribbean they are introducing far-reaching reforms designed to make educational institutions more responsive to the needs of society.

New development models make education their central concern. The reason for this is that education is one of the few variables likely to respond to deliberate political action capable of achieving both growth and equity. Educational action devised in this context has as its watchwords citizenship and competitiveness, and its central tenet is that education for citizenship in the modern world must not conflict with the training required for economic competitiveness. In fact the basis for training in both these areas is tending increasingly to coincide. Modern democracies and competitive economies need people who can understand and process information, work as a team, and solve problems. Competitiveness is seen as providing the material basis for citizenship and equity, which in their turn are essential requirements for competitiveness and growth.

And so out of the painful lessons learnt in the 1980s has come hope. That does not mean that all is now sweetness and light; it will certainly take more than 10 years' concentrated effort for hope to become reality. But there will be a better chance of this happening if there is general agreement on the orientation of strategies and on the rules for the democratic resolution of disagreement. Education and culture are at the centre of this strategy of hope, and that is why one of UNESCO's priorities is to encourage agreement at national level on long-term education strategies. The Major Project in the Field of Education has offered a useful framework for the formulation of such national agreements. The Dominican Republic, Mexico, Chile and Bolivia are among the countries that have, in their different ways, shown how government, political parties, industry, trade unions and the churches can make collective undertakings concerning education. These national efforts are backed up by regional cooperation, the setting up of regional networks having proved particularly useful. Over these years the Major Project's cooperation networks have actively encouraged exchanges of information and experience, the pooling of meagre resources and the use of successful educational ventures to demonstrate possible ways forward. Nationwide consensus, cooperation networks and long-term strategies are giving Latin America a new opportunity. If it is not seized much more will be lost than a decade.

Juan Carlos TEDESCO,
Director
International Bureau of Education
UNESCO

THE QUITO DECLARATION

"Under the traditional strategies in which the region's education systems have evolved, the possibilities of harmonizing quantity with quality have been exhausted." It is therefore necessary *"to embark on a new stage of educational development to meet the challenges of changing production patterns, social equity and political democratization"*.

This passage from the Quito Declaration was adopted by the Ministers of Education in Latin America and the Caribbean in April 1991, at the fourth session of the Intergovernmental Regional Committee for the Major Project in the Field of Education in Latin America and the Caribbean, launched by UNESCO ten years ago.

The aim of the Project is to help countries create, at the regional level, a framework for sharing experiences - their successes as well as their failures, results as well as plans - as a basis for regional projects from which national policies can be drawn. It relies on specialised regional networks (educational planning, innovation, literacy, etc.) and biennial meetings of the ministers concerned, and is run by the UNESCO office in Santiago du Chili.

The Quito Declaration, considered by many as the first tangible outcome of the Jomtien Conference, is both the result of and a fresh start for the Major Project. It marks the birth of a kind of *"regional conscience"* which, while still aiming to make education more available and relevant, is the key to equitable development. The region thus favours greater institutional autonomy and, most importantly, a consensus which goes beyond traditional educators to include society as a whole.

BREAKING CENTURIES OF SILENCE

Whether in the minority or in the majority, the Indians in many Latin American countries are often less than second class citizens. Rigoberta Menchú has given them a voice.

"We", the peasants of Guatemala, their Committee for Peasant Unity, the American Indians, all the poor of the Americas, *"have the right to put an end to five centuries of silence and marginalization. It is time that our voices be heard."* Rigoberta Menchú Túm incarnated these voices in the eyes of the jury which, on December 10, 1990, awarded her the UNESCO Prize for Peace Education, because, said the President, *"Here at UNESCO we must say, and even shout out loud: Peace requires us to break all the stranglehelds that keep other peoples in slavery, the straitjackets that suffocate hopes and dreams."*

At the age of eight, Rigoberta Menchú, a Quiché Indian, was already reaping corn on her father's *milpa*, a tiny plot of land. She also helped to harvest coffee on the great plantations. This was in 1967, when her country had already begun its painful descent into violence: a law had just been passed to exempt landowners from *"criminal liability"*.

Infuriated by the attempts at land reform, they invoked that law to start an ethnic blood bath. In 30 years, the repression has left 100,000 dead and 50,000 missing, twice as many as the military dictatorships in Chile and Argentina. *"But the dead here are nameless Indians,"* said an American missionary *"and these cases of genocide are of little interest to the rest of the world"*.

A LONG NIGHTMARE

Rigoberta grew up during this long nightmare which engulfed the Indians of Guatemala (70% of the population) because of their copper-coloured skin, their high cheekbones, and the colour of their *huipil*, a multicoloured woolen poncho.

On the plantations, she saw her younger brother and her best friend die, poisoned by insecticides. She could not go to school as white and Ladino (half-caste) children did. At the age of 13 when she went to work as a maid in the house of a wealthy white family, Rigoberta suffered the pain and humiliation of being treated with less consideration than the household dog, but felt that the experience was valuable and positive since she learned the *"oppressor's language"*, and gained access to the code that made it possible to fight oppression and begin to understand the rules of their game.

Rigoberta was scarcely out of adolescence when she plunged into trade union activities alongside her father, Vicente Menchú, the leader of the new Committee for Peasant Unity (created in 1970).

RIGOBERTA MENCHÚ
(Photo UNESCO/Dominique Roger)

During those years, her almond-shaped eyes discovered the existence of not one, but two Guatemalas, two cultures, two ways of seeing the world, two conceptions of God and justice. In that dual universe, including that of the church, the Indians were less than second class citizens. Whites and Ladinos shared political and economic power and controlled key institutions, notably the armed forces and the ideological apparatus of State.

In January 1980, when Rigoberta turned 21, she saw her father burned to death along with 20 other peasants who had seized the Spanish Embassy, in a fire caused by the police. Her brothers had been arrested, tortured and murdered the year before.

The world seemed to be oblivious to the violence, a daily reality in Guatemala during this tragic decade. To break the silence, Rigoberta Menchú became more and more involved with peasant organizations, serving as a kind of roving ambassador, vigorously denouncing the fate of her people in their own country.

The indigenous movement she represents defends both ethnic and economic rights, fully aware of their interrelationship. Rigoberta now knows that political negotiation must emerge from the conflict and that sooner or later there must be a tactical alliance between the Indians and the Ladinos. *"If indigenous people are to participate in political, economic and even military decision making, they must be integrated into organized peasant, trade union and student movements, but it will take many years,"* she adds, *"for Indians and Ladinos to coexist and respect each other"*

The writer Miguel Angel Asturias, another Guatemalan Nobel Prize-winner (Literature 1967), called his country *"a wounded quetzal"* referring to the brilliantly coloured bird which is the national symbol. But, if it is true that Guatemala is an extrapolation of the intercultural problem in Latin America at its most intense, it is not, unfortunately, an isolated case. Few countries in the Americas with an indigenous population, whether in the minority or in the majority, have been able to integrate that community harmoniously into a unitary nation-state. Guatemalans do not consider themselves as members of a collectivity, and when they say *"we"* are referring to their own ethnic-cultural group. The same is true in other Latin American countries with a strong Indian presence, to the point where Uruguayan poet, Mario Benedetti wrote: *"Perhaps for me, 'fatherland' means only the inability to say 'we'..."*

The political democratization that began in Guatemala in 1986, has not brought about major changes in the status of the indigenous people, although it is certain that the margin for negotiation has widened. It is for these reasons, that the honours bestowed upon Rigoberta Menchú, the UNESCO Prize, and in 1992, year of the 500th Anniversary of the Encounter Between Two Worlds, the Nobel Peace Prize, are so important. They confer upon her the authority to act as a prime interlocutor in a dialogue which, it is hoped, will help heal the ancient scars of the *"wounded quetzal"*.

Leyla BARTET
Caracas

A "MIRACLE" IN THE DOMINICAN REPUBLIC

How do you bring a school system back to life? Get everyone involved, as the Dominicans.

"*School Year Lost,*" announced the newspaper headlines in the Dominican Republic at the beginning of summer 1991, after six months of almost continual strikes in the schools. Disputes between wretchedly-paid teachers and their main employers, the state, were destroying the Dominican educational system.

Eighteen months later, the situation has completely changed and hope has returned. The strikes are over and the powerful Dominican Teachers Association (ADP) is one of the main forces behind the government's 10-year education plan, put into effect by the Education Minister, Ms. Jacqueline Malagón, last December.

This "*miracle*" - to quote a young teacher whose faith in her profession has been restored - is the result of a broadly increased awareness by various social groups, from businesses to churches to professional organisations.

"*In 1991, a wide range of sectors realised the Dominican schools were dying and that this would affect all development projects in the country,*" explained one businessman who attended the many meetings which preceded the launch of the educational plan. "*Nearly 40,000 people took part in consultation meetings to draw up the new educational plan and get things going,*" said Lorenzo Guadamuz Sandoval, the Costa Rican expert seconded from UNDP who masterminded the plan at the Ministry of Education.

RESCUING EDUCATION

In a flurry of construction under president Joaquin Balaguer, schools had been built throughout the country. But, almost everything else had to be done or redone. The following figures give an idea of the difficulty of the task. A quarter of the population is totally illiterate, and more than 200,000 school-age children have dropped out of school. Only some 20 per cent complete primary school and only 5 per cent finish secondary school. In 1991, a teacher's average salary was less than the equivalent of $100 a month and more and more were giving up the profession. In the past four years, over 1,000 of the country's 30,000 schoolteachers have risked their lives in leaky boats, trying - illegally - to get across to neighbouring Puerto Rico in search of a better life.

It was impossible to halt the decline without additional resources. Education's share of the national budget had dropped from 16.8 per cent to 7 per cent in 1990. "*The aim is to gradually get it back to 16.8 per cent by 1995,*" says Guadamuz. A key point in the new plan, which is already beginning to show results, is the better use of resources, thanks to a fight against the corruption which was eating away at Dominican administration. "*We've already come 95 per cent of the way,*" he says.

Payoffs for things like the purchase of school equipment or the printing of school-books are becoming less and less frequent at the ministry. Thousands of people receiving monthly cheques without doing any work have been taken off the payroll.

"*It's true that corruption has been very substantially reduced,*" concedes Melanio Paredes, leader of the ADP. But the fight was not easy. Armed men showed up at the education ministry several times to threaten top officials and demand they give up their sinecure jobs.

The first four years of the plan are understandably devoted to "*rescuing education.*" The teaching profession has to be given a higher status, which means improving working conditions. Teachers salaries have been doubled to an average of 3,000 pesos (about $240) and further increases are on the way. "*These adjustments are vitale for the teachers' self-respect,*" says Ernestine Cedano, principal of the Orfelina Pillier school at Higuey, in the eastern part of the country.

The whole process, inspired directly by the Jomtien Conference and UNESCO's Major Project in Latin America (see box on p. 8), is only beginning. Eventually, a much bigger task will have to be faced: reforming education, adapting it to society and, most important, getting children back into schools. The goal is to get all children between five and 15 in school by the year 2000 and to drastically cut the dropout rate.

School councils will be set up and parent-teacher associations revived to keep families and communities interested in the schools. Curricula will be overhauled, and the importance of science and technology will be recognised. Teacher training colleges will be restructured.

Funds have already become available to purchase cheap but good quality schoolbooks and other materials. Businesses, aware that training is a key to their own future competitiveness, are "adopting" schools. The education ministry is hoping for more outside assistance, and an international donors meeting is scheduled in Paris in the next few months.

The ministry has also started a "breakfast-at-school" programme, which it hopes to spread across the country. Every child will be given breakfast, which should lure them off the street and back into school.

Everyone agrees that so far the plan is a great success, suprising even its promoters. "Consensus" is the key to this success. It is based on the increasingly accepted notion that without radical reform of the educational system, the country has no chance of escaping its underdevelopment. All the active elements in Dominican society today are convinced of the need to better educate future generations.

Jean-Michel CAROIT
in Santo Domingo

EMERGING FROM A LOST DECADE

After a crisis that was worse for Central America than for its neighbours to the south, basic education is getting more and more attention and international support.

If the 1980s were a *"lost decade"* for Latin America as a whole, it is especially true for Central America. Every economic indicator showed a clear downturn. Poverty - and as a result, education - got worse.

In the six countries of the isthmus - Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua and Panama - annual GNP growth was either slight, non-existent or negative. And except for Costa Rica, it trailed population growth. Poverty and extreme poverty, already worse than in the rest of the continent, deepened further. In the first half of the 1980s, the number of poor people grew by between 60% and 72% and the extremely poor by between 40% and 49%. Those living in the countryside - still most of the population - remained on average twice as poor as town-dwellers.

INTERNAL TENSIONS

The general decline had the same causes as elsewhere in the continent but was aggravated by acute internal tensions - social, sometimes ethnic, and in three cases (El Salvador, Nicaragua and Guatemala) open conflicts. About a tenth of the isthmus' 30 million people have had to flee their homes or even their countries. At least 170,000 people were killed in the wars during the decade.

Education has been hard hit, especially in the three countries with civil wars. Two statistics show that the proportion of illiterates fell only slightly between 1970 and 1990 and now stands at about 30% of the population over 15. But their number - presently about 5.5 million - grew throughout the region (in contrast to almost all of South America), except for El Salvador. In Guatemala they grew by 39.6%. In Nicaragua, the "Great Literacy Drive" cut illiteracy to only 12.9%. Now it is back up at 26%.

About a quarter - 1.5 million - of young children have no access to primary schools, while around 4.4 million are in school. With increasing population, some 3.6 million more will be seeking education by the year 2000.

Educational quality is especially low. Between 40% and 75% of primary school children fail to complete the course in the normal period.

Declaring themselves *"aware of the relationship between education and development,"* Central American heads of state, meeting in December 1990, supported a package of measures to *"broaden and strengthen pre-school programmes, increase school attendance, improve educational quality, reduce the number of dropouts, and encourage education emphasising peace, democracy, health and the environment."* They stressed the importance of *"eliminating illiteracy"* and

A PRIMARY SCHOOL IN EL SALVADOR (Photo UNESCO / Miguel Goth)

"adapting and freshening the curricula in accordance with the development and cultural needs of different population groups."

All these targets were to be the basis of *"national action plans for Education for All"* drafted with help from UNESCO, UNICEF, UNDP and the Canadian International Development Agency. UNESCO's input was a number of projects costing up to $17 million and financed by various donors, either other UN agencies (mainly UNDP) or aid bodies in developed countries such as Germany, Canada, Denmark, Finland, Norway and the Netherlands.

Six projects, costing a total of more than $5 million, are being carried out at sub-regional level, requiring the six countries to cooperate in three main fields. These included research and studies to devise and test educational policies to meet rural needs, production of reading materials and training people to do it themselves, from conception to distribution, and human rights education aimed at specific groups of the population.

Nine other projects at national level, totalling some $12 million and each lasting about three years, are targetting the most urgent needs.

They include increasing access to basic education - for children as well as illiterate adults - and raising educational standards including innovations to better adapt to different population groups. Better training and improved working and living conditions for teachers, as well as emphasis on science and technology in schools are also among the projects.

"Education is a basic asset in the full development of the individual and for the economic, political and cultural progress of our peoples," the Central American presidents stressed.

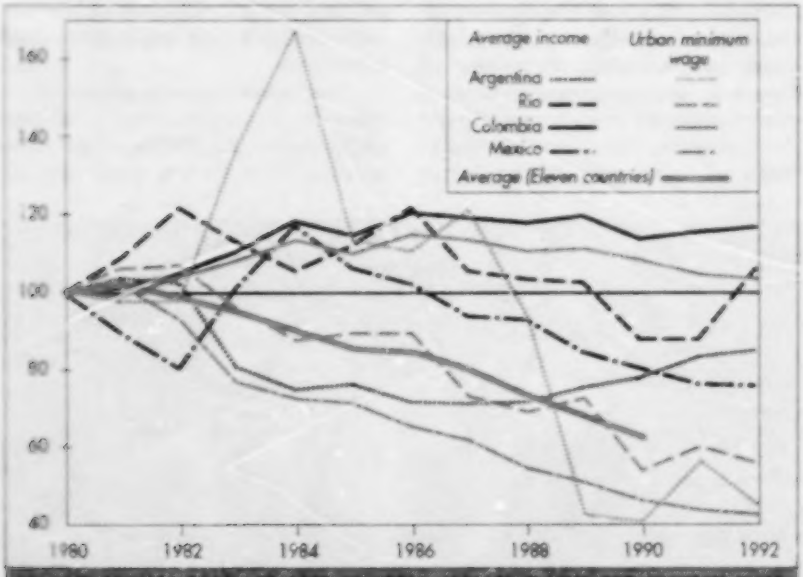
This belief is shared by the aid organisations and donor countries which, at least in the field of education, have committed themselves more in Central America than elsewhere in the Third World. A commitment which backs up their wish that the region may finally achieve stability, peace and democracy.

Juan CHONG
UNESCO Representative for Central America

THE FRUSTRATION GAP

On the one hand, average income is falling and the gap between rich and poor is widening almost everywhere; on the other, more children are attending school and have greater access to the media:

DECREASE IN AVERAGE INCOME AND MINIMUM WAGE



CHANGES BETWEEN 1980 AND 1992 IN URBAN AVERAGE INCOME AND MINIMUM WAGE IN FOUR COUNTRIES OF LATIN AMERICA, AS WELL AS THE AVERAGE URBAN MINIMUM WAGE FOR ELEVEN REGION.

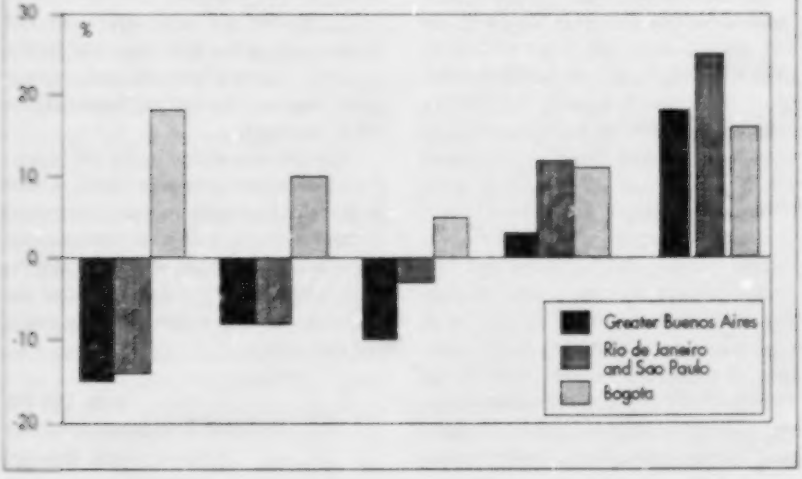
The changes in minimum real wage in urban areas (see opposite), is calculated on a base of 100 in 1980 for Latin America's four most populated countries (Argentina, Brazil, Colombia, Mexico), where city-dwellers make up from 70% (in Colombia) to 86% (in Argentina) of the total population. Apart from Colombia, where, in 1992, salaries had returned to their 1980 level, the decline is dramatic - 1992 figures are, for the most part, half what they were 12 years earlier.

The downturn is less marked for average real income. Figures are given for three countries (Argentina, Colombia and Mexico) and for the Rio conurbation in Brazil.

The red curve is an indication of the evolution of average real minimum wages in urban areas, this time for eleven countries of Latin America and the Caribbean.

INCREASED GAP BETWEEN RICH AND POOR

INCOME VARIATIONS AMONG FAMILIES OF DIFFERENT SOCIO-ECONOMIC GROUPS IN FOUR LARGE URBAN AREAS IN THE 1980S.



The populations in two large urban conurbations - Greater Buenos Aires and Bogota, plus Rio de Janeiro and Sao Paulo combined, were classified by income into four equal groups. The tables opposite show the changes in income, by percentage, for each group in the 1980s, as well as for the 5% of the population with the highest incomes.

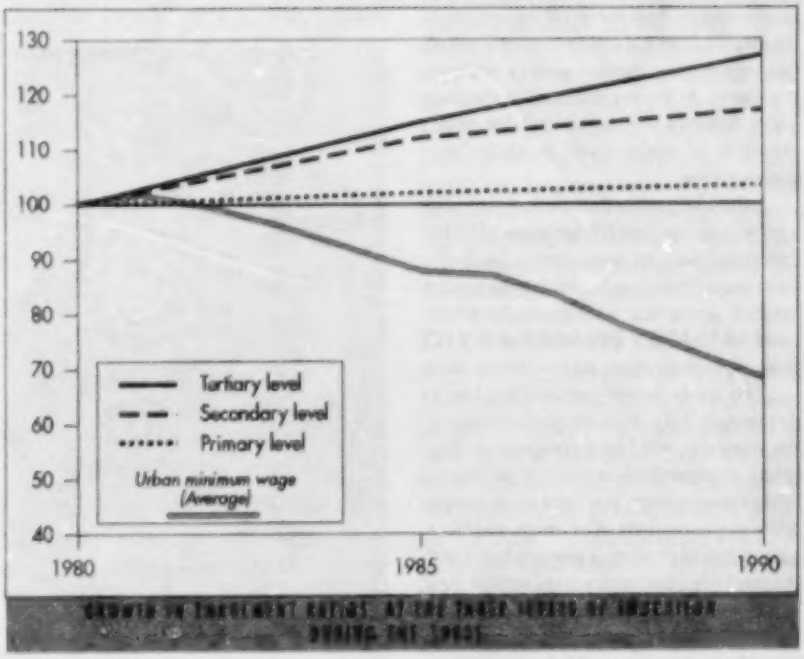
For Greater Buenos Aires and the Rio de Janeiro-Sao Paulo region, the crisis seems to have hit the three most disadvantaged groups hardest - their situation further aggravated by the fact that they were poor to begin with - and spared the richest. The same is true for other large cities such as Montivedeo, Caracas and San José. But in Bogota, the middle group was the hardest hit.

these disparities cause much frustration, fed by the temptations offered by the media and declining purchasing power to satisfy them.

RISING ENROLMENTS

Between 1980 and 1990, school enrolment in Latin America grew significantly. The table opposite shows Latin America and the Caribbean together, but the figures would be about the same for Latin America alone.

The three curves show the growth in gross enrolment ratios from a base of 100 in 1980, with inital student enrolment at first, second and tertiary levels of education as a percentage of all children of these ages. The figures are higher than 100% at primary level because of repetition, with classes accepting students who are older than the normal age. Enrolment is increasing at primary level and has markedly increased at secondary and higher levels. The red curve shows the development of the real average urban minimum wage (see Table 1).



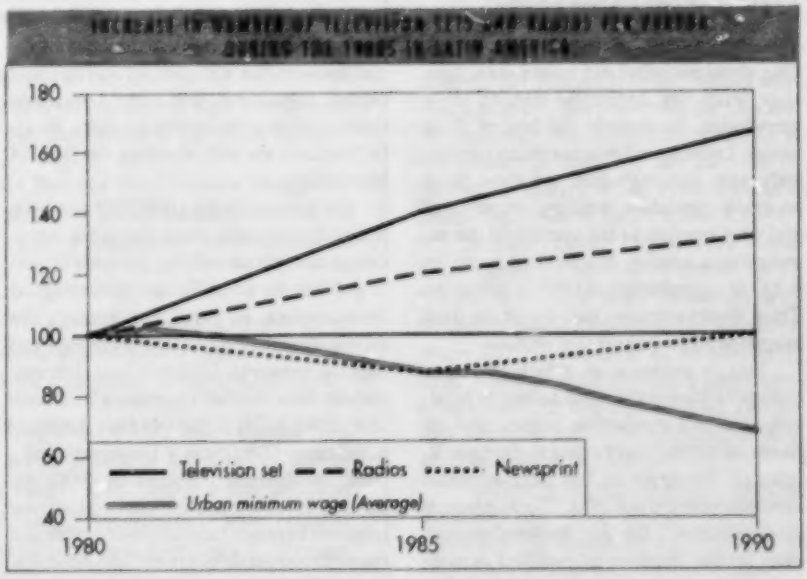
GROWTH IN ENROLMENT RATIOS AT THE THREE LEVELS OF EDUCATION DURING THE 1980S

MORE RADIOS AND TVS

The increasing gap between the growth in the per capita number of radios and television sets in Latin America and the Caribbean on the one hand and the consumption of newsprint per inhabitant and the evolution of the minimum urban real wage on the other (see Table 1), shows the increase in the "frustration gap" between the desires created by these media and the material resources available to satisfy them.

The geographic base of these figures on the media evokes a similar comment as above. All figures are on a base of 100 in 1980.

Sources: U.N. Economic Commission for Latin America and the Caribbean: Statistical Office of UNESCO.
Infography: A. Darmon



INCREASE IN NUMBER OF TELEVISION SETS AND RADIOS PER PERSON DURING THE 1980S IN LATIN AMERICA

USING BRAINS NOT BRAWN

A product sells best if it's state-of-the-art. The Bolivar-ENLACE programme - like Europe's Eureka - bridges the gap between industry and science.

The word *"eldorado"* (*"land of gold"*) dates back to the *"discovery"* of America. Later, Brazilian coffee, Venezuelan oil, Chilean copper, Argentine meat and Cuban sugar symbolized the region's economic might. And for good reason, since the income from natural resources (agricultural and mining) fuelled growth, especially exports. At the beginning of this century Latin America still accounted for nearly one-fifth of world trade in agricultural commodities.

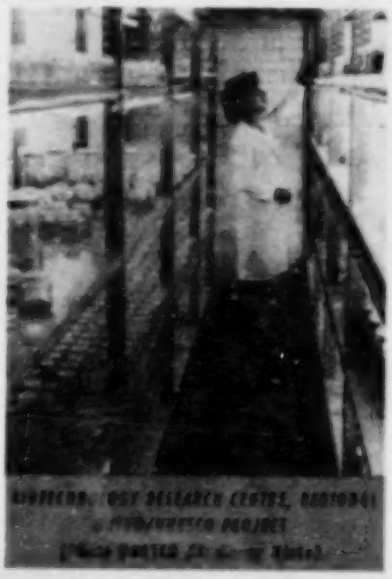
Industrialization then took over - with a growth rate of over 6% between 1950 and 1980 - and built on development fuelled by local natural resources, which were used to produce goods that were gradually substituted for imports - with the help of a fair dose of protectionism and low labour costs.

This mode of development has had its day (see pp 7-8). With the globalization of the economy, and hence competition from other commodity-exporting countries using cheap labour, you have to be competitive to win markets. And, more and more, a competitive product is one produced with the most advanced technology and the most efficient management rather than low wages and cheap raw materials, those two advantages being too widely available in the Third World today to give anyone a decisive edge.

LACK OF CLOSE LINKAGES

But when we say *"technology"* we are talking about scientists and technicians, together with the optimum use of their knowledge. As regards the first of these points, Latin America is not doing particularly well. Although there are about twice as many specialists working on research and development as the average in the developing countries, the amount spent on R&D as a proportion of GNP is below the Third World average - half that of the Arab countries and a quarter that of Asia.

This is evidence of a lack of *"close linkages between the State, scientific infrastructure, the productive sectors and the financial sector"*, according to Enrique V. Iglesias, President of the Inter-american Development Bank (IDB). *"Technological modernization"*, the key to development, calls for the *"training of qualified personnel and smooth interaction between them"*. There is a shortage of such manpower (progress in education should take care of this) but, more importantly, there is, to say the least, little contact between them. One reason for this is quite simply cultural:



scientific *"purity"* and academic *"freedom"* do not square readily with the entrepreneurial *"profit motive"*. Another is historical: in Latin America science has long been the preserve of the State through the State's own trusty network of universities and State-run enterprises. Then there are financial reasons: the difficulty of luring timid capital investment into risky operations conducted by such remote partners. Finally, frontiers are still blocking the flow of knowledge.

For three decades UNESCO has been trying to overcome these obstacles, advocating, not unsuccessfully, the introduction of policies for scientific and technological development, in particular through the establishment of national committees and regional networks. UNESCO and IDB specialists drew on that experience to launch the ENLACE (Entidades Latinoamericanas Cientificas y Empresariales) - "link" in Spanish - project in 1990, the purpose being to establish a network of new relations between business enterprises and research centres throughout Latin America.

In the same year the Venezuelan Government launched the symbolically named Bolivar Programme for *"regional technological integration, innovation and industrial competitiveness"*. It was only logical that the two schemes should be merged to form the Bolivar-ENLACE Programme.

Its aims are twofold - to open up the countries of the region and the region itself and to meet the needs of those most concerned, i.e. the business community; its approach is one combining a concern for efficiency, pragmatism and flexibility. To put it simply, imagine a company - even just a small or medium-sized firm - or a research centre "X" which is looking for one or more partners to develop a product, process or service that is thought to be competitive and hence potentially marketable in the region or abroad. "X" will turn to the national *"antenna"* office of the programme (such offices are already in operation in Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Uruguay and Venezuela, now joined, although following a slightly different procedure, by El Salvador, Ecuador, Paraguay and Peru). The office will make contact (this is its liaison function) with its counterparts in other countries to seek out such a partner or partners "Y", at least one of which must be located in another country. Together with "X", they will put the finishing touches on the initial project, which, through the antenna offices, is still open to newcomers. Meanwhile, where appropriate, the project may be awarded a *"seal of approval"* by means of a selection process. Such certification improves the partners' chances of additional financing.

Some 30 projects, at an average cost of a few million dollars each, are already under way. They include the production of an interactive compact disc (Argentina and Mexico), precision parts for the petroleum industry (Mexico and Venezuela), the introduction of wooden roofing (Colombia and Venezuela), electronic-eye sorting of coffee beans (Brazil, Costa Rica and Venezuela) and the biochemical study of 1500 plant species. Proof, if proof were needed, that the programme has come just in time.

René LEFORT

PERIOLIBRO: A NOVEL IDEA

Twenty-three dailies bring literary masterpieces to 15 million readers - for an initial investment of $90 million.

Many people in the world, often with good reason, perceive international organizations as perfectly elusive and sometimes as abstract as their declared aims. For all people, peace, human rights, protection of the environment and cultural development are unexceptionable notions. Yet the institutions which deal with these notions resemble the cages described in an old Andean tale where the great ideas of a benevolent king, transformed into silent birds with luxuriant plumage, remain forever trapped between inaction and boredom.

Perhaps this is why, on 14 January 1992, as Miguel de la Madrid, the former president of Mexico and Director of the *"Fondo de Cultura Economica"*, and Federico Mayor, Director-General of UNESCO, were signing in Paris the birth certificate of a cultural promotion project named PERIOLIBRO, the scepticism of one dynamic young European journalist was so understandable:

"And what makes you think," she said politely, *"that with $90,000 you are going to contribute in any significant way towards an upsurge in interest in the major Latin American writers? For God's sake, don't delude yourselves!"*

"Why not?" was the equally discrete reply of a Latin American journalist. *"It's merely a question of believing in it."*

That day, in any event, Miguel de la Madrid and Federico Mayor Zaragoza, as they signed each page of the PERIOLIBRO Convention, appeared to be enveloped in the same aura as José Arcadio Buendia, the legendary hero of *"100 Years of Solitude"*, convinced that 2 and 2 do not always make 4.

It all started in the restless 1960s. In Lima (Peru), as in any Latin American capital, upper middle class university students, seduced by the universal magic of the Beatles, worked hard to translate and memorise *"All You Need is Love"* or *"Yesterday"*, at the same time as they stuck up posters of Che Guevara and devoured the works of Adorno or Marcuse, presaging May 1968.

At the same time, however, the growing masses of working-class urban youth were virtually unaware of Latin American writers, even of their own country, because of the penury in publishing such books.

Writers such as José Maria Arguedas, Ciro Alegria, Jorge Icaza, Miguel Angel Asturias, Romulo Gallegos and others who filled the pages of anthologies in the first half of this century remained inaccessible to a huge working-class public. The old saying *"no one is a prophet in his own country"* seemed to be confirmed once again, until one day, the ingenuity of a poet and *"restaurateur"* (in the literal French sense of a restaurant-owner) performed a miracle. Manuel Scorza, an activist in indigenous communities as well as being a poet, artist and gourmet, came up with a clever scheme to put into practice an idea which had long been maturing - an ingenious system of selection, publishing, printing and distribution of books which was to make possible something that nobody had succeeded in doing before.

MAKING READING CHEAPER

Each month, packages containing five books by the best authors of the continent, printed on cheap paper and distributed at fairs, markets, newspaper stalls and local bookshops literally sold like *"hot cakes"* at the incredibly low price of 10 soles (about 50 US cents). Hundreds of thousands of underprivileged families at last had access to the region's great literary figures of the day.

This original system of production and sale was known as POPULIBROS. Its creator, who was later to become a well-known author in America and Europe, died tragically in a plane accident.

A quarter of a century after this great publishing adventure, the writer-publisher's son, Manuel Scorza Hoyle, revived his father's old obsession with *"making reading cheaper"*. He preserved the idea and the obsession, but changed the method and the name. In 1990, he had the idea of publishing literary works in the form of a tabloid supplement, called PERIOLIBRO, in a Lima daily called *"Pagina Libre"*. And it was a great success - every Sunday for 17 weeks, a literary work found its way through the newspaper into the homes of some 500,000 families, at no additional cost. Unfortunately, the young newspaper soon closed for financial reasons, and the idea of PERIOLOBRO continued to float adrift in a sea of uncertainty.

Until one cool evening in May 1991, in Mexico City, when Manuel Scorza Jr. conveyed his obsession and concern to German Carnero Roqué, the country's

SCIENCE AND TECHNOLOGY COOPERATION

With support and coordination through its Regional Office for Science and Technology (ROSTLAC), in Montevideo (Uruguay), UNESCO provides assistance to Latin American Member States, helping set up and supporting centres and networks - in the basic sciences for biology, physics, etc. - or again, of universities such as those in eight Amazon basin countries (UNAMAZ), as well as programmes, like that devoted to the Human Genome.

Thirty-five biosphere reserves participate in the Man and the Biosphere (MAB) Programme which also sponsors a South-South project on socio-economic development of the Human Tropics, and works closely with the UNESCO International Centre for Tropical Ecology (CIET) in Caracas (Venezuela).

All of the coastal states in the region are involved in global research, monitoring and ocean services activities of the Intergovernmental Oceanographic Commission (IOC) with special emphasis in the region on research and management of coastal environments.

The International Geological Correlation Programme (IGCP) brings together thousands of geologists for training, monitoring and on projects in such areas as environmental geology and the reduction of natural hazards risks. Finally, a wide variety of activities, including research and training on national management of water resources in the Humid Tropics, are carried out under the International Hydrology Programme.

UNESCO representative and an old friend of his father's. Carnero Roqué, a Peruvian of Catalan descent and, consequently, someone who loves and nurtures obsessions, promptly referred him to another Catalan: Federico Mayor, Director-General of UNESCO. Mayor immediately adopted the project and passed it on to Miguel de la Madrid, director of one of Latin America's major publishers, the *Fondo de Cultura Economica* (FCE). Thus, a bold and original cultural project was born.

A year after the Convention between the FCE and UNESCO was signed, the fantasy appeared to assume some tangible reality. Some twenty-five of this century's greatest Latin American authors have committed themselves to the PERIOLIBRO project (1).

These authors or their legal representatives have ceded their rights, authorising the publication of one of their works and the distribution of millions of free copies in Ibero-American countries. Carmen Balcels herself, the brilliant and implacable royalities sentinel for the giants of Latin American literature, has tolerated a breach in her fearless defences, allowing several of the best Latin American writers to take part in PERIOLIBRO.

Twenty-three major newspapers in Latin America, Spain and Portugal (2) are now actively engaged in this joint venture, which once a month brings a major author's work (a novel or poetry) to 15 million potential readers. With each issue, the readers of PERIOLIBROS not only get to know and enjoy the talents of an author whom they may only have heard of but can also keep the attractive ilustration by an equally famous artist that accompanies it (3).

To ensure that this operation involves no extra cost to the reader of the newspaper associated with PERIOLIBRO, about 150 private companies of different kinds (airlines, banks, insurance companies, publishers, etc.) support this massive venture through admirably tasteful advertisements.

Conservative estimates indicate that this initiative by UNESCO and the *"Fondo de Cultura Economica"* has mobilised some $30 million for the cause of reading in Latin American countries, in terms of the number of books printed, column inches published adversiting, royalties, etc. The initial investment was a mere $90,000. The beneficiaries were 15 million readers.

This appears to demonstrate to the sceptical journalist the beginning of this story that perhaps the secret to achieving the objectives of men and institutions, and to honouring those *"unexceptionable notions"*, may well lie in considering our dreams to be at least as important as our waking hours.

Carlos ORTEGA
Caracas

(1) Among them: Jorge Amado, Miguel Angel Asturias, Jorge Luis Borges, Alejo Carpentier, Julio Cortazar, Carlos Fuentes, Romulo Gallegos, Gabriel García Marquez, Pablo Neruda, Octavio Paz, Fernando Pessoa, Alfonso Reyes, Mario Vargas Llosa.

(2) Including O Globo (Brazil), El Espectador (Colombia), Diario ABC (Spain), La Prensa (Nicaragua), Hoy (Paraguay), Diario de Noticias (Portugal), El Nacional (Venezuela).

(3) Jose Luis Cuevas, Cachi Soler, Fernando Botero, Rufino Tamayo, Viera da Silva, Guayasamin.

WIDE RANGE OF CULTURAL ACTIVITIES

UNESCO's work in the cultural domain in Latin America ranges wide. Forty-five World Heritage Sites are in Latin America, many of which are being restored, such as Haiti's Citadel, or are the subject of studies to protect them from sprawling urban development, like the old centre of Quito in Ecuador. A photographic record of these sites is being prepared under the Patrimoine 2001 project.

The Maya World Project, covering five countries, aims at preserving the physical and non-physical heritage of this ancient culture. An atlas and database are in the pipeline for the Baroque World Project, which will emphasize the "interregionality" of the Baroque cultural tradition. And the promotion of "the dialogue between intellectuals on both sides of the Atlantic", created by last year's 500th anniversary of Columbus' arrival in the New World will continue.

UNESCO is also working on the publication of General Histories of Latin America and the Caribbean, a mammoth work that should reach completion towards 1995.

TO FIND OUT MORE ...

On **THE MAJOR PROJECT OF EDUCATION** in Latin America and the Caribbean: A thrice-yearly Bulletin in English and Spanish, as well as other reports and documents are available from OREALC, Enrique Delpiano 2058, Casilla 3187, Santiago, Chile.

EDUCATION AND DEVELOPMENT: Strategies and decisions in Central America, by Sylvain Lourié, Trentham Books/-UNESCO 1989, 202 pp.

LEARNING STRATEGIES FOR POST-LITERACY AND CONTINUING EDUCATION IN BRAZIL, COLOMBIA, JAMAICA and VENEZUELA, R.H. Dave, etal, UIE studies on post-literacy and continuing education, 5.

AN AMAZONIAN RAIN FOREST. Structure and function of a nutrient stressed ecosystem and the impact of slash-and-burn agriculture. C.F. Jordan, Ed. MAB Book series 2, UNESCO/Parthenon, 1989, 176 pp.

FAMILY, HOUSEHOLD & GENDER RELATIONS IN LATIN AMERICA: New approaches developed by researchers over the last decade. Reflects advances made in these studies. Edited by Elizabeth Jelin, UNESCO/Kegan Paul 1991, 229 pp.

CULTURAL IDENTITY IN LATIN AMERICA. A special issue of the magazine ***Cultures***, devoted to culture and communication sources treated from different points of view. UNESCO 1985, 204 pp., illus.

VEGETATION MAP OF SOUTH AMERICA. Prepared by the Institut de la Carte International du Tapis Végétal, Toulouse. Scale 1:5,000,000; 2 sheets (89 X 116 cm). Explanatory note 189 pp., Eng/Fr/Span.

AMIENS IS AS CREATIVE AND DARING TODAY AS IN THE PAST

Credit Photo : Ramabe

Amiens Cathedral, conceived and built by Amiens inhabitants, is one of the most beautiful Gothic Cathedrals in the world and is registered in the UNESCO world heritage inventory. Amiens inhabitants are at present fascinated by the Cathedral's restoration.
For the first time in the world, laser techniques have been used to reveal the ancient polychrome of the Cathedral's facade.
This operation has led to a vast universal debate and the creation of an international scientific committee.
Amiens is greatly attached to bringing back to life its 19th century heritage. The Museum, the Library, the Jules Verne Circus, which is the largest circus built in stone in Europe, have all been restored to their former glory.

AMIENS

Plus j'y vis, plus j'y tiens

TRADING GUNS FOR BOOKS

Cambodia: UNESCO helps train soldiers as literacy instructors.

Until a week ago Chin Chan, 28, had never set his foot in a class-room. He didn't know how to write his name, nor read the simple text on the banner in his military camp: *"Never again the genocide!"* A child of the Cambodian terror regime of the 70's, he didn't have much of a choice: there simply weren't any schools around.

Today he sits in a run-down military barracks with a sharpened pencil in his hand, eyes fixed on the teacher who is drilling him in the Khmer alphabet. *"I have so much to learn,"* he says. *"I have so much to catch up with."*

For the last five years, Chin Chan has been a soldier in the State of Cambodia army, one of the four armies in the country's wrenching civil war. Twice he was sent to the frontline to fight the enemy in fields littered with landmines. Many of his friends died.

Chin Chan is one of the 20 students in green uniforms who have been released by their military commander to attend a three-month basic literacy class. The classes form the final phase of a UNESCO project which aims at providing the soldiers with the necessary skills to find jobs, integrate more easily into the emerging market economy and participate in free and fair elections. The lessons are given in various cantonments (military centres where inactive soldiers are based) spread across war-torn Cambodia.

Working closely with the International Catholic Migration Commission, a Geneva-based non-governmental organization, UNESCO has since June trained some 300 soldiers as literacy instructors. They will in turn teach some 6,000 illiterate soldiers (such as Chan) and other vulnerable groups, such as the disabled, women, children, internally displaced persons, etc.

"I know how to spell my own name but I still have some problems with those of my two children," says Chan, speaking through an interpreter. *"My wife and kids are far away from here, I haven't seen them for over a year. My dream is to be back with them and to find a job as a car mechanic."*

After more than 20 years of conflict which has seen deaths generally estimated at over one million people and the flight of hundreds of thousands of others, there is a glimmer of hope for Chin Chan and the millions of other Cambodians who know nothing but war. Shortly after a peace agreement was signed between the four warring factions in Paris in October 1991, the U.N. launched its biggest peace keeping operation ever, sending 22,000 troops and civilians under the umbrella of the United Nations Transitional Authority in Cambodia (UNTAC). One of UNTAC's main assignments is to organize free and fair elections in April or May this year. That is an awesome task, some would say Sisyphean, in a country where voter harassment and fighting continues almost daily.

If the Cambodian people are to rebuild their country, vote, and live in peace they will need basic literacy skills. Although there is no recent survey of the current literacy rate, UNESCO estimates that of the cantoned soldiers, 70 percent are functionally illiterate. That means that even if many have rudimentary knowledge of the alphabet, they do not read and write sufficiently to be able to improve their lives.

A NEW LIFE

Chin Chan's teacher, Keo Sophorm, is a soft-spoken woman of 23. Dressed in a clean blouse and skirt, and with painted toe nails, it is hard to believe that she was a soldier for five years until her military commander "released" her in order to become a UNESCO-trained literacy instructor. A new life opened to her.

"I never imagined, even in my wildest dreams, that I would become a teacher," says Sophorm who in the army was first in charge of food storage and then served as a messenger. *"But now I know that I'd much rather be a teacher than a soldier."*

Says Yanick Van der Beke, UNESCO education consultant in Cambodia and responsible for the project: *"It's hard to believe that not long ago, these literacy teachers were out on the frontline, shooting on enemies in fields often littered with landmines. And now they are teaching in front of a blackboard. I am positive, knowing them now, that they are happier holding a pen than a gun in their hands."*

All students in Sophorm's class are male and have little or no schooling behind them. A survivor of the genocide regime of the 70s which drove education

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● **"RICE PADDIES: DISCOVERING TWO CULTURES"** is the theme of an intinerant exhibition which will be presented throughout the year to children in primary schools in Cambodia. Organized by a Franco-Cambodian non-governmental organization, Krousar Thmoy/New Family, under UNESCO sponsorship, it aims at helping the children, most of whom were born in camps outside the country, to discover various aspects of their culture (popular feast days and dances, religious beliefs and traditions, architectural heritage, costumes, music...) and of rice culture (miniature rice paddies, water buffalos, plows...).

▼ ***THE WORLD IN YOUR POCKET*** is the title of a new series of booklets published by the World Federation of UNESCO Clubs and Associations (FMACU) as a complement to its regular bulletin *Confluences*. Designed primarily for young people age 15 to 25, it aims at rendering United Nations and UNESCO documents more accessible to the general public. It is hoped that the short but faithful resumes will incite readers to find out more. The first issue (22 pp) is devoted to UNESCO's World Education Report (149 pp).

☛ *FMACU*
UNESCO House
1, rue Miollis, 75015 Paris.

UNESCO SOURCES

SEN VOTHY (RIGHT): LEARNING TO READ AND WRITE SO AS "NOT TO BE CHEATED" (Photo J. Sutcliffe).

back to the stone age, Sen Vothy, 23, spent his childhood working in labour camps and tending to the fields. When he was 16, he entered a classroom for the first time but could only attend classes sporadically during two years. *"My family was extremely poor"*, he says. *"They did not have enough money to send me to school."*

Right now, he recognizes the Khmer alphabet but cannot decode and put the letters together into words. *"I'm looking forward to reading and writing so that I can get a job and be able to read newspapers and political pamphlets,"* he says. *"If you don't, you can easily be cheated."*

UNESCO was the first U.N. Agency to organize training for demobilized soldiers. The project, with a budget of $382,000 is financed by the United Nations High Commissioner for Refugees, UNTAC, the United Nations Development Programme, the International Labour Organization, and UNESCO. In its first phase, 15 educated Cambodians with previous teaching experience were trained to become literacy trainers and 9,000 booklets for post-literacy and easy-to-read materials were produced.

In phase two, each trainer was sent to cantonments across the war-torn country and in turn taught 20 inactive soldiers with some literacy skills to become literacy instructors. All needed the authorization of their military commander to be released to attend classes but once they are in, there is little risk that they will be returned to active duty. The six-week crash course was focused on basic literacy and numeracy, but also included human rights education. In phase three, which is now under way, the newly trained teachers either go into villages to teach civilians, or stay in cantonments to instruct illiterate fellow soldiers. For this they receive a monthly salary of $75. A simple school building is set aside in the village or constructed by the villagers themselves.

"A monthly salary is a necessary motivation", says Van der Beke, *"otherwise these people, who have family responsibilities, would go fishing, hunting or wood cutting to feed their families."*

Van der Beke is realistic about the future of the project. *"Its prospects are directly linked to the political situation of Cambodia,"* he says.

So far, only soldiers from three of the four armies are taking part, because one of the four signatories to the Paris peace agreement has refused to lay down its arms. With a recent upsurge in fighting and harassment of peace keepers, UNESCO and all the participants in this *"swords into ploughshares programme"* can only hope that Cambodia in its crucial run-up to the election will achieve the necessary preconditions for a lasting peace.

Cilia UNGERTH JOLIS
Cambodia

●

UNESCO and the Commission of the European Communities (CEC) have joined forces to *"set up an information network in the field of* ***PREVENTIVE EDUCATION AGAINST DRUG ABUSE"***, since, at present, no information is systematically available on what is being done - and by whom - on a world scale. The CEC will contribute 519,500 ECUs (about $600,000) to the project which will begin this year and continue over four years. The project foresees preparation of a repertory of professionals and institutions involved with preventive education, a bibliography (and a catalogue of support materials: posters, videos, etc.) and publication of a quarterly bulletin. All of these materials will be published in English, French and Spanish.

▼

THE CHANGING FAMILY IN ASIA, a 394-page study, published by UNESCO's Principal Regional Office for Asia and the Pacific (PROAP), in Bangkok (Thailand) presents the latest research findings in five countries: Bangladesh, India, Japan, the Philippines and Thailand. For each, noted social scientists discuss key changes as, for instance, the effects of rural exodus on marriage age (Thailand), or rising divorce rates and problems of the elderly (Japan). Reports follow an introduction in which the Editor, Yogesh Atal, describes different types of family groupings, indicates gaps in our knowledge and lists *"urgent areas for continuing research."*

☛ *Available from UNESCO PROAP P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand.*

MOVING INTO TOP GEAR

A new foundation seeks funds for AIDS research and prevention.

"The time has come to explore new ways that we can no longer ignore just because they might be "risky"...". For AIDS discoverer and researcher, Professor Luc Montagnier, the threat posed by the virus has reached the point where *"we can no longer depend on governments and international organizations. We must move faster and do better".*

To this end, Professor Montagnier and UNESCO's Director General, Federico Mayor, have created the World Foundation for Research and Prevention of AIDS to raise funds and fight the virus on a global scale.

The Foundation was launched on January 29 at a press conference in Paris attended by the co-founders, the French Minister for Health and Humanitarian Action, Bernard Kouchner, representatives from the United Nations Development Programme and the World Health Organization. Although completely autonomous, it aims to work closely with the scientific and medical communities, private industry, NGO's and organizations such as UNESCO, which will serve as a *"privileged partner"*. The Organization will provide technical support and professional expertise, mainly in field of preventive education and social programmes.

The first such project will be undertaken in Uganda, where grants will be provided for the education of AIDS orphans. UNESCO will also prepare educational material on AIDS and its prevention adapted to the needs of the population, and experts will be trained to teach prevention in the field.

The other major goal of the Foundation is to innovate and support research on the AIDS virus. To achieve this, three pilot clinical testing centres will be established in France, the United States and Africa (probably the Côte d'Ivoire), where new therapeutic methods can be tested and quickly evaluated on HIV-positive people. Each centre will cost an estimated 60 million French Francs to build and equip, and another 50 million FF annually to operate.

A series of events such as exhibitions and television campaigns are on the drawing board to help with the fund-raising. Several Italian banks and industrial groups have made an initial donation of two million francs, while more than 30,000 FF was contributed by individuals in the two days following the Foundation's launch.

Ten years after the discovery of HIV virus by Professor Montagnier and his team at the Pasteur Institute in Paris, the pandemic has taken on tragic dimensions in Africa and other developing regions. Despite this, Federico Mayor told the press conference, *"the sums allocated to fight against AIDS are ridiculously small".*

"Private initiative in all its forms is needed to complete and prolong action by public authorities," urged Professor Montagnier. *"There are 10 million people worldwide infected by the virus, of whom the majority will die within the next 10 years unless progress is made in treatment."*

Sue WILLIAMS

● What value should be given to the **HUMAN GENETIC HERITAGE?** What lines of conduct must be adopted concerning the production and dissemination of knowledge on the human genome? How can misuses of biomedical knowledge be prevented? These are just a few of the questions tackled at the first meeting, (8 January), of the Scientific and Technical Group which has been asked by UNESCO to help set up an International Consultative Committee of Bioethics. The Group of 15 scientists, medical doctors, jurists and journalists, will set the global principles to be covered by the Committee, and prepare a list of candidates. The Committee's main task will be to help prepare an international convention for the protection of the genetic heritage.

▼ ***LA PIEDRA CANSADA*** (The Tired Stone), by Peruvian writer César Vallejo, was performed at UNESCO on 22 January, concluding last year's commemoration of the 500th anniversary of the Encounter of Two Worlds. Vallejo's last work (1937), it takes place during the Inca period, telling a story of forbidden love and social drama in ancient Andean culture. Directed by the Peruvian Maria Teresa Valdez, the play featured actors from Argentina, Colombia, Costa Rica, Peru and Venezuela.

(Photo Philippe Mayenobe)

TWENTY "SCEPTICAL THINKERS"

The Ad hoc Forum begins its reflection on the future role of UNESCO in confronting the challenges of our time.

"The diagnosis may be easy, but the prognosis isn't," warned French philosopher Michel Serres. The twenty members of the Ad hoc Forum of Reflection all agreed with this after their first meeting (27-29 January). Only the twenty-first member, Vaclav Havel, was missing, unable to attend because he had just become President of the new Czech Republic.

"Ideas must lead the world," Marie Bernard-Meunier, Chairperson of the Executive Board, told the Forum's opening session. These words form the core of an original approach - *"unique in its range"*, according to France's representative to UNESCO, Pierre-Jean Rémy of the French Academy.

This approach has led an intergovernmental organization, more affected than others by *"ideological crisis"*, to turn to *"sceptical thinkers"* and give them complete *"intellectual freedom"* to come up with ideas on *"the right course to follow"*. Their daunting mission is to *"reflect on the great challenges of our time"* and to achieve the - perhaps utopian - goal of *"inventing"* a system of common values for humanity and the emergence of a world culture enriched by local and regional cultures. It is also to *"revitalize the thinking about UNESCO's role in the world"* or, more exactly, *"in the new world set-up"* and *"at the very heart of the United Nations system where it must affirm its specificity and prove its relevance"*.

"Invested with all our hopes", the Committee met behind closed doors. The members of the Forum took great care and even managed, according to their Chairperson, the Australian jurist Elizabeth Evatt, to have *"a true dialogue"*, an *"innovation"* over the usual international panel meetings.

BLACK SMOKE

A few elements of this dialogue - the *"diagnostic"* Michel Serres talked about - leaked out. Among them: violence, xenophobia, agression against the environment, mass migration, the outdated notion of the Nation-State which never worked smoothly in the South and is declining in the North, the differences which have so far been healthy but have become, according to the Italian writer Umberto Eco, *"sources of conflict"*. Colombian author Gabriel Garcia Marquez spoke of *"the colossal failure of two messianic systems that have carved up and mutilated the world since the Second World War"*.

The Forum identified a few research topics which two or three working groups will consider, centring on the contribution of education and culture to resolving these problems. Or, more precisely, *"to the existence of a universal culture based on great principles"* , according to Uruguayan Foreign Minister Hector Gros-Espiell.

They also noted the importance of educating children - even very young children - so they can absorb it.

As for the *"prognosis"*, the Chairperson said the Forum had only just begun its work and *"any conclusion would be premature"*. It was black smoke that emerged from the conclave.

Can we expect white smoke? Miracles take time: time to fill what Garcia Marquez calls this *"blank page"*, at a moment when the *"colossal failure"* he evoked appears as a *"divine catastrophe that gives endless space to freedom of thought and creativity"*.

R. L.

●

Headed by Jacques Delors, President of the Commission of the European Communities, the **INTERNATIONAL COMMISSION ON EDUCATION FOR THE TWENTY-FIRST CENTURY** is composed of: Ms. Ineam Al-Mufti, (Jordan), sociologist, Director-General of the Noor Al-Hussein Foundation; Isao Amagi (Japan), educator and Chairman of the Japan Educational Exchange-BABA Foundation; Roberto Carneiro (Portugal), former Minister of Education; Ms. Fay Chung (Zimbabwe), specialist in education and Minister of State for National Affairs, Employment Creation and Cooperatives; Carlos Fuentes (Mexico), writer; Bronislaw Geremek (Poland), historian, Member of Parliament; William Gorham (United States), President of the Urban Institute, Washington, D.C.; Ms. Aleksandra Kornhauser (Slovenia), Director of the International Centre for Chemistry Study, Ljubljana; Abdallah Laroui (Morocco), historian, Member of the Royal Academy of Morocco; Michael Manley (Jamaica), former Prime Minister; Ms. Marisela Padron Quero (Venezuela), sociologist, Research director, "Centro Fundación Romulo Betancourt"; Ms. Marie-Angelique Savane (Senegal), sociologist, member of the international commission "The Global Co-operation and Governance"; Karan Singh (India), former Minister of Education and Health; Zhou Nanzhao (China), Deputy Director of the China National Institute for Educational Studies. The Commission, meeting at UNESCO Headquarters for the first time from 2 to 4 March, will centre its reflection on one central and all-encompassing question: what kind of education is needed for what kind of society of tomorrow?

▼

Jorge Flores Valdés of Mexico and Peter Akinsola Okunola Okebukola of Nigeria are the winners of ***UNESCO's 1992 KALINGA PRIZE FOR THE POPULARIZATION OF SCIENCE,*** awarded in New Delhi on 8 February. Through their work in the fields of education and communication, these two figures have succeeded in making science and technology more accessible to the public in their own countries.

In 1992, more than ever before, UNESCO JOINED WITH THE PRIVATE SECTOR in its mission to help safeguard and restore world heritage. Support committees in the U.S., Switzerland and France have pledged their help in the preservation of the historical cities of Yemen, and in Canada, in the restoration in the old walled city of Fez (Morocco).

Teams from the Gamma agency (France), in collaboration with the La Caixa Foundation (Spain), Kodak and France Telecom, have already produced exhaustive photographic records of 15 sites, including Angkor (Cambodia), Sri Lanka's Cultural Triangle, the rock-hewn churches of Lalibela (Ethiopia), St. Petersburg and Versailles.

In Germany, the paper company Zanders has picked up the cost of a large format

LALIBELA (ETHIOPIA)
(Photo Arnaud de Wildenberg/La Caixa Foundation)

1993 calendar featuring photos of selected world heritage sites.

For its part, the French utility company Electricité de France has committed itself to the restoration of the Royal Theatre of the Imperial City of Hue, Viet Nam.

UNESCO SOURCES

ALL CHILDREN ARE SPECIAL

Experts at a meeting in China push for the integration of disabled children into regular education systems.

The temperature in Harbin, in China's northeastern Heilongjiang province, fluctuates between 15° and 24° below zero. Not the most ideal conditions for a major conference on the education needs of disabled children in Asia. However, the 120-odd delegates from 12 countries in the region, organizations like the World Bank and UNICEF, don't seem to mind, so intense are their discussions. The issue is an important one. In China alone there are 50 million disabled persons. The four-day, UNESCO-sponsored seminar (Feb. 1-4) was told that only two to three percent of those youngsters in need in the Asian region receive any help at all.

DISABLED CHILDREN AT PLAY IN A BEIJING SCHOOL (Photo Lu Shumei).

NOT THE "NORM"

The delegates underlined the fact that special education should be integrated into the regular system and not kept separate - as is most often the case. *"Integration"*, says Dr. Yunying Chen of the China Central Institute for Educational Research *"means a range of services provided in regular schools - namely special classes, resource classes and regular classes."*

The concept is now well accepted in China and in the schools of Heilongjiang province alone 140 special education classes have been set up in regular elementary schools. Integrated classes, however, are still far from being the "norm". In Japan and Malaysia, special education is provided via an almost completely separate system, whilst in the Philippines, programmes are offered through hospitals. Community attitudes are not the major stumbling block, the experts agreed. Rather, inadequate funding and a shortage of qualified teachers are braking the effort.

"In China, special education funds are increased every year by the same percentage as the country's overall education budget," Li said. *"But funds for school buildings are supposed to be provided by local authorities."* To help bridge the gap, the Chinese government provides subsidies to support local government in all regions to develop special education. Specialized teacher training is given in some tertiary institutions and is also available to selected teachers from regular schools. In Malaysia, lectures on special needs in the classroom are provided for school administrators and managers. In Laos, Vietnam and Mongolia, virtually no training is available at all.

The region is also one which has a rigid curriculum tradition, according to the delegates, who emphasized the need for awareness campaigns or programmes exposing new ideas and approaches to education for the disabled.

Before closing the seminar, the participants approved a *"Declaration of Intent"*, stating that *"meeting the basic learning needs of all children should be the concern of all countries..."*. They also agreed to strengthen coordination and cooperation between their countries in this area, and enhance the role of parents, the community and non governmental organizations.

GAO SHUHUA and LI XIGUANG
in Harbin

LITMUS TEST

After Rio, it's time for the MAB to start moving again. But what path will it take and with what resources?

Change breeds a whole range of feelings, from concern to enthusiasm. This was proved at the 12th session of the International Co-ordinating Council for the Man and the Biosphere (MAB) programme (25 - 29 January), coming just six months after the Rio Earth Summit, and which included a two-day symposium.

Francesco di Castri, Chairman of the International Union of Biological Sciences, who has just finished his term as Co-ordinator for Environmental Programmes at UNESCO, spoke of a *"litmus test"*, saying how difficult it was to respond to the environmental crisis *"under a disintegrating geopolitical order"* and with *"inadequate institutions"*. Ashok Khosla, an Indian scientist with the association Development Alternatives called attention to poorly conceived projects, which *"lock the researchers into pre-determined tracks of activity which cannot be changed."*

A TURTLE HATCHING IN THE GALAPAGOS ISLANDS, ECUADOR (Photo UNESCO/Herzog).

It's not just that *"too many institutions remain essentially unchanged"* but that *"most of them are incapable of evolving adaptively to new conditions,"* di Castri said, adding that most intergovernmental programmes come up against this same hurdle.

Is this true for MAB? Some delegates felt obliged to insist on the need to continue the MAB programme, one of UNESCO's great achievements, and whose approach - followed for the 21 years since its creation - was sanctioned by Rio. But how can this be tied in with the impetus provided by the Rio Summit? By making it easier for those concerned to co-operate? *"It's a real revolution, which is only just beginning"*, declared Henri Décamps, a French environmental specialist. *"The credibility of MAB's response to the challenges raised"* by the Earth Summit *"will depend on its ability to concentrate on a limited number of issues and to have a critical mass of resources at its disposal"*, notes the Final Report.

TOWARDS THE UNKNOWN

One suggested response consists of a review of the network of biosphere reserves, considered the *"logistic base"* of the programme. But *"a look at all the existing biosphere reserves should tell us which ones could be recertified"*.

Research should focus on the theme of biodiversity, a word that was on everybody's lips in Rio. The Convention signed on this question was nevertheless nicknamed the *"Convention on the Unknown"* because of the many doubts hanging over this very new field of discussion. The Report also mentions the need to carry on with scientific development of the Third World - which is afraid of being left out of environmental programmes - and to develop regional networks.

The rethinking of the MAB's activities is not limited to the qualitative change - a *"qualitative leap"*, according to some - that everyone agrees is necessary. The *"lack of resources"* was also mentioned. The Rio Conference estimated the amount needed to implement its action programme (Agenda 21) at $60 to $80 billion a year, of which $3.5 billion would go on biodiversity alone.

The gap between the amount of money pledged by the international community and the enormous sums actually needed must also bridged, if we are serious about wanting to leave a healthier earth for future generations.

Nicolas MICHAUX

●

"RIVERS OF SAND", a British documentary directed by Bruno Sarcandon, won the UNESCO Grand Prize at the first environmental film festival *"Jardiniers de la Terre"* (Gardeners of the Earth), held on 26 and 27 January. It describes the fragile ecosystem along the Niger river in Mali, where the desert continues to invade deforested land. In the business and institutional films category, the Grand Prize went to *"Sauver la Petite Baise"* (Save the Petite Baise), directed by Bernard Billois, which describes work to rehabilitate a small river in France, completely destroyed by industrial waste. Held to coincide with the meeting of the MAB International Coordinating Council, the festival screened films from 14 countries, especially those that can contribute to the realisation of Agenda 21 (see opposite).

▼

AN ENERGY DICTIONARY has just been published by the World Energy Council (WEC), with UNESCO's help. It contains some 2,000 terms in English, French, German and Spanish related to energy management and conservation, as well as different types of energy and fuel. A Portuguese edition is under way, and versions in other languages are planned. The dictionary is available for FF 690 from the French Committee of the WEC, 89 boulevard Haussmann, 75008 Paris.

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LOOKING AHEAD

THE ILLICIT TRAFFIC IN CULTURAL PROPERTY will be at the main focus of a seminar organized from March 20 to 23 in Kezhely (Hungary) for specialists from Eastern and Central Europe.

WORLD WATER DAY will be observed for the first time on March 22. Starting on the same day through March 26, an International Conference on **"HYDROLOGY IN THE 21st CENTURY"** will be held at Headquarters in the framework of the International Hydrology Programme. Three meetings are scheduled in the context of the **INTERGOVERNMENTAL OCEANOGRAPHIC COMMISSION** (IOC): from March 23 to 26, in Hobart (Australia), the 5th Joint IOC-WMO Meeting for Implementation of IGOSS XBT Ship-of-Opportunity Programmes; from April 14 to 16, in Geneva, an Intergovernmental Meeting on the World Climate Programme, followed, from April 19 to 21, by the 6th session of the IOC-WMO Intergovernmental TOGA (Tropical Ocean and Global Atmosphere) Board. Policy, Planning and Organization of **EDUCATION FOR CHILDREN AND ADOLESCENTS WITH SPECIAL NEEDS** will be examined at a Regional Seminar for the Arab States in Amman (Jordan) from April 3 to 8. "Population Movements, Technical Changes and Cultural Evolution in the **NEW EUROPE** will be the theme of a meeting of experts to be held in Puglia (Italy) from April 4 to 6. **MOROCCAN CULTURE** in the form of Islamic architectural heritage, cinematography and music, will be presented at Headquarters from April 13 to 22. Some 350 specialists will attend an International Congress on **POPULATION EDUCATION AND DEVELOPMENT**, in Istanbul (Turkey) from April 14 to 17, to review evolution of the situation since adoption of the 1974 World Population Plan of Action, and to produce an Action Framework for the beginning of the 21st century. The Bureau of the Intergovernmental Council for the **DEVELOPMENT OF COMMUNICATION** (IPDC) will meet at Headquarters from April 19 to 21.

OUR NEXT DOSSIER will focus on **YOUTH** and what UNESCO is doing to help young people translate their vast potential into words and action.

SOURCES